Document Code



Universitas Negeri Surabaya Faculty of Languages and Arts English Language Education Undergraduate Study Program

UNESA																				
			SEME	ES [*]	TE	R	LE	AR	NI	NC	G P	L/	N							
Courses			CODE				Cou	ırse F	ami	ly	Cre	dit W	eight		S	EMES	TER	Cor	npilatio e	on
Essential Wr	iting Skills		8820302247	7				npuls		m	T=2	P=	0 EC	TS=3.:	18	1		Ma	/ 13, 20	23
AUTHORIZA ⁻	ΓΙΟΝ		SP Develop	er				jects			e Clu	ıster	Coor	dinato	r S	tudy F	Progra	ım Co	ordina	tor
Learning	Project Based Le	arni	Eva Rahma	wati,	S.Po	l. M.I	⊃d.		S	umar	ninin	gsih,	S.Pd.	, M.Pd	C	r. Him		an Adi ., M.P	Nugroł d.	10,
model	PLO study program that is charged to the course																			
Program Learning	PLO-8 Demonstrate written, visual and oral presentation skills to communicate English-related knowledge																			
Outcomes (PLO)	-						•								igiisn-	related	ı knov	vieage		
	PLO-15 Demonstrate oral and written competency equivalent to CEFR level B2. Program Objectives (PO)																			
	Program Objectives (PO) PO - 1 Understand the concepts of process of writing, paragraph structure, and principles of unity and coherence required to write a paragraph																			
	PO - 2	write a paragraph																		
	PLO-PO Matrix																			
																				_
			P.O		Р	LO-8			PLO	D-15										
			PO-1	PO-1																
			PO-2																	
	PO Matrix at the end of each learning stage (Sub-PO)																			
	PO Matrix at the end of each learning stage (Sub-PO)																			
		Г										14/-	-1-							
			P.O					 -				We		11	10	10		4.5	1.0	
		-		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	
		-	PO-1																	
		L	PO-2																	
Short Course Description	This course is a Paragraph writing Accordingly, the g and principles of through lecturer's with the aid of IC incorporated durin	wh ener unit brie Tan	nich integrates ral discussion in y and coheren f presentation, d various kinds	the n this nce. clas s of u	prod cou To a s dis usefu	cess rse ir ccom cuss I tea	of water nclude imoda ion, g ching	riting es the ate th group med	, pa e pro ne a wor ia. T	ragra cess chiev k and o sup	aph s of wi emer d para oport	struct riting nt of agrap the a	ure a narra learn oh wri activiti	ind pri ative ar ing out ting wo es mei	nciple nd des tcome orksho ntione	s of scriptives, the ops (pred) pec	unity e para cours oject- er revi	and c agraph se is o based	oheren structu conduct activiti	ce. ure ted es)
References	Main :																			
	Juzwiak, St. Martin Kirszner,	Chri 's. Lau	othy E. and Ghu st. 2012. Stepp rie G. and Ste ord/ St. Martin's	oing :	stone	s: A	Guid	ed Ap	proa	ach to	o Wri	ting :	Sente	nces a	nd Pa	ıragrap				
	Supporters:																			_
1																				

1	Langan, J. 2010.	Evoloring	Mriting	Contoneous and	Daragraphe
Ι.	Langan, J. 2010.	Exploiling	willing.	Sentences and	raiayiapiis.

- Edingari, J. 2010. Exploring Whang. Schickness and Faragraphs.
 Oshima, A., & Hogue, A. 2007. Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc.
 Savage, A., & Shafiei, M. 2007. Effective Academic Writing 1: The Paragraph. New York: Oxford University Press.

Supporting lecturer

Henny Dwi Iswati, S.S., M.Pd. Nur Fauzia, S.S., M.Pd. Zainul Aminin, S.Pd., M.Pd. Suvi Akhiriyah, S.Pd., M.Pd. Lisetyo Ariyanti, S.S., M.Pd. Anis Trisusana, S.S., M.Pd. Eva Rahmawati, S.Pd., M.Pd.

Week-	Final abilities of each learning stage	Evalu	ation	Lear Stude	elp Learning, rning methods, nt Assignments, stimated time]	Learning materials [References	Assessment Weight (%)
	(Sub-PO)	Indicator	Criteria & Form	Offline (offline)	Online (online)]	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	1.Understanding the stages in the writing process 2.apply the stages in the process of writing	1.To be able to: list steps included in each stage of writing 2.To be able to: explain steps included in each stage of writing 3.To be able to: perform steps in a particular stage of writing		Lecture, small group discussion, group work 2 X 50		Material: The stages in the process of writing Reference: Juzwiak, Christ. 2012. Stepping stones: A Guided Approach to Writing Sentences and Paragraphs. Boston: Bedford/St. Martin's. Material: The stages in the process of writing Reference: Langan, J. 2010. Exploring Writing: Sentences and Paragraphs. Material: The stages in the process of writing: Sentences and Paragraphs. Material: The stages in the process of writing: Sentences and Paragraphs. Material: The stages in the process of writing Reference: Savage, A., & Shafiei, M. 2007. Effective Academic Writing 1: The Paragraph. New York: Oxford University Press.	0%

	T	T	T	ı	T	ı	1
2	Understand the structure of a paragraph	1.To be able to: explain the structure of a paragraph 2.To be able to: Identify the structure of a paragraph 3.To be able to: apply the correct mechanics in academic writing		Lecture, small group discussion, group work 2 X 50		Material: The structure of a paragraph Bibliography: Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays. London: Macmillan Education. Material: Mechanics in academic writing References: Oshima, A., & Hogue, A. 2007. Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc.	0%
3	Understanding the structure of a paragraph	1.To be able to: identify the structure of a paragraph 2.To be able to: complete a paragraph using the correct parts 3.To be able to: construct different types of sentences to form a proper one 4.To be able to: apply the correct mechanics in academic writing		Lecture, small group discussion, Individual work, Pair work (peer review) 2 X 50		Material: The structure of a paragraph Bibliography: Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays. London: Macmillan Education. Material: Mechanics in academic writing References: Oshima, A., & Hogue, A. 2007. Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc.	0%

1.To be able to: identify the types, purposes, language features and organization of descriptive paragraphs 2.To be able to: explain the types, purposes, language features and organization of descriptive paragraphs 2.To be able to: explain the types, purposes, language features and organization of descriptive paragraphs 4. To be able to: explain the types, purposes, language features and organization of descriptive paragraphs 5. To be able to: explain the types, purposes, language features and organization of descriptive paragraphs 6. To be able to: explain the types, purposes, language features and organization of descriptive paragraphs 6. To be able to: explain the types, purposes, language features and organization of descriptive paragraph (types, purposes, language features and organization) 7. To be able to: explain the types, purposes, language features and organization of descriptive paragraph (types, purposes, language features and organization) 7. To be able to: explain the types, purposes, language features and organization organiza
London: Macmillan Education. Material: Descriptive paragraph (types, purposes, language features and organization) References: Oshima, A., & Hogue, A. 2007. Introduction to Academic Writing Level 3 (3rd ed.). Pearson

		,		
5 Understan purpose, la features a organization descriptive paragraph describe a	anguage nd to: identify on of e purposes, is that language		Material: Descriptive paragraph that describes a place (purpose, language features, and organization) References: Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/St. Martin's. Material: Descriptive paragraph that describes a place (purpose, language features, and organization) References: Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays. London: Macmillan Education. Material: Descriptive paragraph that describes a place (purpose, language features, and organization) References: Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays. London: Macmillan Education. Material: Descriptive paragraph that describes a place (purpose, language features, and organization) References: Oshima, A., & Hogue, A. 2007. Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc.	

6	Writing descriptive paragraphs that describe a place	1.To be able to: determine appropriate main topic for a descriptive paragraph that describes a place 2.To be able to: develop the main topic into supporting ideas to construct a descriptive paragraph outline to describe a place 3.To be able to: cluster the ideas following the logical organization of a descriptive paragraph to describe a place	Lecture, writing project (pjbl) 2 X 50		Material: Descriptive paragraph that describes a place (purpose, language features, and organization) References: Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/St. Martin's. Material: Clustering and organizing ideas to form a paragraph outline References: Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays. London: Macmillan Education.	0%
7	Writing descriptive paragraphs that describe a place	1.To be able to: develop an outline into a draft of descriptive paragraph that describes a place 2.To be able to: employ the procedure of self-review on the drafts of descriptive paragraphs 3.To be able to: employ the procedure of peer-review on the drafts of descriptive paragraphs 4.To be able to: employ the editing and revising procedure to edit and revise the drafts of descriptive paragraphs based on the results of self and peer reviews		Lecture, writing project (PJBL) 2 x 50	Material: Drafting a descriptive paragraph that describes a place References: Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/St. Martin's. Material: Procedure and aspects to assess in self – reviewing and editing process; Procedure and aspects to assess in peer – reviewing and editing process; Editing and revising Bibliography: Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.	0%

		1.			
8	1.To be able			Material:	0%
	to: explair	project		Procedure	
	the	presenta	ion	and aspects to	
	descriptive	(PJBL)		assess in peer	
	paragraph			reviewing	
	presented			and editing	
				process	
	the poster			References:	
	2.To be able			Kirszner,	
	to: employ	'		Laurie G. and	
	the			Stephen R.	
	procedure	of		Mandell.	
	peer-revie	w		2018. Patterns	
	on the			for College	
	descriptive	2		Writing: A	
	paragraph			Rhetorical	
	paragrapi	5		Reader and	
				Guide.	
				Boston:	
				Boston: Bedford/St.	
				Martin's.	
				Material:	
				Procedure	
				and aspects to	
				assess in peer	
				- reviewing	
				and editing	
				process	
				References:	
				Zemach,	
				Dorothy E.	
				and Ghulldu,	
				Lisa A. 2011.	
				Writing	
				Essays.	
				London:	
				Macmillan	
				Education.	
				Education.	

9 Understanding the purpose, language features and organization of descriptive paragraphs that describe a person 1.To be able to: identify the purposes, language features and organization of describe a person 1.To be able to: identify the purposes, language features and organization of descriptive 1.To be able to: identify the purposes, language features and organization of descriptive 1.To be able to: identify the purpose, language features, and organization of descriptive 1.To be able to: identify the purpose, language features, and organization of descriptive 1.To be able to: identify the purpose, language features, and organization of descriptive 1.To be able to: identify the purpose, language features, and organization of descriptive	purpose, language features and organization of describive paragraphs that describe a person Descriptive paragraph that describe a person Security the purposes, language features and organization of describe a person Security the purpose, language features and organization of describe a person Security the paragraph that describes a person (purpose, language features, and organization)
that describe a person 2. To be able to: explain the purposes, language features and organization of descriptive paragraphs that describe a person 3. To be able to: explain the purposes, language features and organization of descriptive paragraphs that describe a person 3. To be able to: descriptive paragraphs that describe a person deference descriptive features, and organization of descriptive paragraphs that describe a person deference descriptive descriptive paragraphs that describe a person descriptive paragraphs that describe a person descriptive features, and organization) References: Zemach, Dorothy E. and Ghuldu, Lisa A. 2011. Writing paragraphs based on their purposes, language features and organization. Macmillan education. Material: Descriptive paragraphs descriptive paragraphs describes a person from other types of descriptive paragraphs describes a person from other types of Dorothy E. and Ghuldu, Lisa A. 2011. Writing paragraphs describes a person form descriptive paragraphs describes a person form descriptive paragraphs describes a person form descriptive paragraphs assays. London: Macmillan Education. Material: Descriptive paragraph that describes a person (purpose, language features, and organization) References: Oshima, A., & Hogue, A. 2007.	Hogue, A.

10	1	Lecture	Motovicle 00/
10	1.To be able	Lecture,	Material: 0%
	to: identify	small group	Narrative
	the	discussion	paragraph
	purposes,	2 x 50	(purpose,
	language		language
			features, and
	features and		organization)
	organization		References:
	of narrative		Kirszner,
	paragraphs		Laurie G. and
	2.To be able		Stephen R.
	to: explain		Mandell.
	the		2018. Patterns
	purposes,		for College
			Writing: A
	language		
	features and		Rhetorical
	organization		Reader and
	of narrative		Guide.
	paragraphs		Boston:
	3.To be able		Bedford/St.
	to: identify		Martin's.
	narrative		
	paragraphs		Material:
			Narrative
	that are		paragraph
	related to a		(purpose,
	particular		language
	region		features, and
	based on		organization)
	their		References:
	purposes,		Zemach,
	language		Dorothy E.
	features and		and Ghulldu,
			Lisa A. 2011.
	organization.		
			Writing
			Essays.
			London:
			Macmillan
			Education.
			<u></u>
			Material:
			Narrative
			paragraph
			(purpose,
			language
			features, and
			organization)
			References:
			Oshima, A., &
			Hogue, A.
			2007.
			Introduction to
			Academic
			Writing Level
			3 (3rd ed.).
			Pearson
			Education,
1		i I	Inc.

	, ,				1	1
11	Understanding the types, purposes, language features and organization of narrative paragraphs	To be able to: identify narrative paragraphs that are related to a particular region based on their purposes, language features and organization.	Lecture, small gro discussio 2 X 50	up n	Material: Narrative paragraph (purpose, language features, and organization) References: Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/St. Martin's.	0%
					Material: Narrative paragraph (purpose, language features, and organization) References: Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays. London: Macmillan Education.	
					Material: Narrative paragraph (purpose, language features, and organization) References: Oshima, A., & Hogue, A. 2007. Introduction to Academic Writing Level 3 (3rd ed.). Pearson Education, Inc.	

12	Write a descriptive paragraph that describes a person	1.To be able to: determine appropriate main topic for a descriptive paragraph that describes a person 2.To be able to: develop the main topic into supporting ideas to construct a descriptive paragraph outline to describe a person 3.To be able to: cluster the ideas following the logical organization of a descriptive paragraph to describe a person	Lecture, writing project (PJBL) 2 X 50	Material: Descriptive paragraph that describes a person (purpose, language features, and organization) References: Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/St. Martin's. Material: Clustering and organizing ideas to form a paragraph outline References: Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays. London: Macmillan Education.	0%
13	Write a descriptive paragraph that describes a person	1.To be able to: develop an outline into a draft of descriptive paragraph that describes a person 2.To be able to: employ procedure of self-review on the paragraph draft 3.To be able to: employ the procedure of peer-review on the paragraph draft 4.To be able to: employ the draft 4.To be able to: employ the editing and revising procedure to edit and revise the draft of descriptive paragraph based on the results of self and peer reviews	Lecture, writing project (PJBL) 2 x 50	Material: Drafting a descriptive paragraph that describes a person References: Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/St. Martin's. Material: Procedure and aspects to assess in self – reviewing and editing process; procedure and aspects to assess in peer – reviewing and editing process; editing and revising Bibliography: Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.	0%

				1	ı	
14	Writing a narrative paragraph	1.To be able to: determine appropriate main topic for a narrative paragraph 2.To be able to: develop the main topic into supporting ideas to construct a narrative paragraph outline 3.To be able to: cluster the ideas following the logical organization of a narrative paragraph	Lecture, writing project 2 x 50		Material: Narrative paragraphs (types, purpose, language features, and organization) References: Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/St. Martin's. Material: Clustering and organizing ideas to form a paragraph outline References: Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays. London: Macmillan Education.	0%
15	Writing a narrative paragraph	1.To be able to: develop outline into a draft of narrative paragraph 2.To be able to: employ procedure of self-review on the paragraph draft 3.To be able to: employ the procedure of peer-review on the paragraph draft 4.To be able to: employ the editing and revising procedure to edit and revise the draft of narrative paragraph based on the results of self and peer reviews	Lecture, writing project (PJBL) 2 x 50		Material: Drafting a narrative paragraph References: Kirszner, Laurie G. and Stephen R. Mandell. 2018. Patterns for College Writing: A Rhetorical Reader and Guide. Boston: Bedford/St. Martin's. Material: Procedure and aspects to assess in self – reviewing and editing process; Procedure and aspects to assess in peer – reviewing and editing process; Editing and revising Bibliography: Zemach, Dorothy E. and Ghulldu, Lisa A. 2011. Writing Essays . London: Macmillan Education.	0%

16	Presenting a	1.To be able	Lecture,	Material:	0%
	descriptive	to: explain	writing	Procedure	
	paragraph that	the	project	and aspects to	
	describes a person		(PJBL)	assess in peer	
	and a narrative	descriptive	2 x 50	– reviewing	
	paragraph	paragraph		and editing	
		presented in		process	
		the poster		References:	
		To be able		Kirszner,	
		to: explain		Laurie G. and	
		the narrative		Stephen R.	
		paragraph		Mandell.	
		presented in		2018. Patterns	
		the poster		for College	
		3.To be able		Writing: A	
		to: employ		Rhetorical	
		procedure of		Reader and	
				Guide.	
		peer-review		Boston:	
		on the		Bedford/St.	
		paragraphs		Martin's.	
		presented in		Waruii 3.	
		the poster		Material:	
				Procedure	
				and aspects to	
				assess in peer	
				- reviewing	
				and editing	
				process	
				References:	
				Zemach,	
				Dorothy E.	
				and Ghulldu,	
				Lisa A. 2011.	
				Writing	
				Essays.	
				London:	
				Macmillan	
				Education.	
				Euucation.	

Evaluation Percentage Recap: Project Based Learning

	idadioii i oi c	Jointage I tool	αр	ojoot	Daooa	 ;
No Evaluation		Percentage				
		Ω%				

Notes

- Learning Outcomes of Study Program Graduates (PLO Study Program) are the abilities possessed by each Study Program graduate which are the internalization of attitudes, mastery of knowledge and skills according to the level of their study program obtained through the learning process.
- The PLO imposed on courses are several learning outcomes of study program graduates (CPL-Study Program)
 which are used for the formation/development of a course consisting of aspects of attitude, general skills, special
 skills and knowledge.
- 3. **Program Objectives (PO)** are abilities that are specifically described from the PLO assigned to a course, and are specific to the study material or learning materials for that course.
- Subject Sub-PO (Sub-PO) is a capability that is specifically described from the PO that can be measured or
 observed and is the final ability that is planned at each learning stage, and is specific to the learning material of the
 course.
- 5. **Indicators for assessing** ability in the process and student learning outcomes are specific and measurable statements that identify the ability or performance of student learning outcomes accompanied by evidence.
- 6. Assessment Criteria are benchmarks used as a measure or measure of learning achievement in assessments based on predetermined indicators. Assessment criteria are guidelines for assessors so that assessments are consistent and unbiased. Criteria can be quantitative or qualitative.
- 7. Forms of assessment: test and non-test.
- 8. Forms of learning: Lecture, Response, Tutorial, Seminar or equivalent, Practicum, Studio Practice, Workshop Practice, Field Practice, Research, Community Service and/or other equivalent forms of learning.
- Learning Methods: Small Group Discussion, Role-Play & Simulation, Discovery Learning, Self-Directed Learning, Cooperative Learning, Collaborative Learning, Contextual Learning, Project Based Learning, and other equivalent methods.
- 10. Learning materials are details or descriptions of study materials which can be presented in the form of several main points and sub-topics.
- 11. The assessment weight is the percentage of assessment of each sub-PO achievement whose size is proportional to the level of difficulty of achieving that sub-PO, and the total is 100%.
- 12. TM=Face to face, PT=Structured assignments, BM=Independent study.